

117TH CONGRESS  
1ST SESSION

# H. R. 4160

To establish a Global Autism Assistance Program.

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## IN THE HOUSE OF REPRESENTATIVES

JUNE 24, 2021

Mr. SMITH of New Jersey (for himself, Ms. BASS, Mr. MICHAEL F. DOYLE of Pennsylvania, Mr. FITZPATRICK, and Mr. MEUSER) introduced the following bill; which was referred to the Committee on Foreign Affairs

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## A BILL

To establish a Global Autism Assistance Program.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Global Autism Act”.

5       **SEC. 2. GLOBAL AUTISM ASSISTANCE PROGRAM.**

6           (a) ESTABLISHMENT AND PURPOSE.—The Adminis-  
7       trator for the United States Agency for International De-  
8       velopment shall establish and administer a health and edu-  
9       cation grant program, to be known as the Global Autism  
10      Assistance Program, to—

(b) DESIGNATION OF ELIGIBLE REGIONS.—Not later than 120 days after the date of the enactment of this Act, the Administrator, in consultation with research, advocacy, and service organizations for individuals with ASD, shall designate not fewer than two regions in developing countries that are determined to—

16                   (1) require assistance in addressing the needs  
17       of people with ASD, their families, and systems that  
18       serve them;

(2) have sufficient familiarity with issues related to ASD to make effective use of the Global Autism Assistance Program.

**22 (c) SELECTION OF IMPLEMENTING NGO.—**

1 award a grant under this section to a nongovern-  
2 mental organization with experience in ASD-related  
3 issues to implement the Global Autism Assistance  
4 Program through selection and awarding of grants  
5 to local service providers and advocacy groups fo-  
6 cused on ASD.

7 (2) ACTIVITIES.—A local service provider or ad-  
8 vocacy group that receives a grant under paragraph  
9 (1) may use such grant to carry out any of the fol-  
10 lowing activities (including, as appropriate, the  
11 translation into local languages of relevant English-  
12 language publications):

13 (A) EDUCATION AND OUTREACH TO THE  
14 PUBLIC.—Use public service announcements  
15 and other public media to help the public be-  
16 come more aware of the signs of ASD so that  
17 children with ASD can be diagnosed and access  
18 evidence-based interventions earlier.

19 (B) SUPPORT TO FAMILIES.—Development  
20 of resources for families, such as online web re-  
21 source centers in local languages, dissemination  
22 of materials to parents of newly diagnosed chil-  
23 dren, such as information contained in the Cen-  
24 ters for Disease Control and Prevention's publi-  
25 cation entitled "Learn the Signs, Act Early", or

1 other suitable alternatives, and dissemination of  
2 educational aids and guides to help parents  
3 with their children's development.

4 (C) SUPPORT TO EDUCATIONAL INSTITU-  
5 TIONS.—Funding for schools or other edu-  
6 cational institutions, focusing on teachers of the  
7 youngest students, and including the distribu-  
8 tion of equipment or of the materials referred  
9 to in subparagraph (B).

10 (D) SUPPORT TO CLINICS AND MEDICAL  
11 CENTERS.—Provision of funding to clinics and  
12 medical centers with proven records in address-  
13 ing ASD to assist with operating expenses, in-  
14 cluding personnel, equipment supplies, and fa-  
15 cilities, development of assessment testing for  
16 ASD, and acquisition of specialized equipment,  
17 such as augmentative communication devices.

18 (3) APPLICATIONS FOR GRANTS.—

19 (A) SUBMISSION OF APPLICATIONS.—To  
20 be eligible to receive a grant from the imple-  
21 menting nongovernmental organization, a local  
22 service provider or advocacy group shall submit  
23 to such implementing nongovernmental organi-  
24 zation an application at such time, in such  
25 manner, and containing such information as

such implementing nongovernmental organization may require.

24 (II) A member of the Project Ad-  
25 visory Board may continue to serve

1                   after the expiration of the term of  
2                   such member until such time as a suc-  
3                   cessor is appointed.

4                   (III) Membership of the Project  
5                   Advisory Board shall include at least  
6                   seven voting members who are mem-  
7                   bers of autism advocacy groups,  
8                   adults with ASD, professionals work-  
9                   ing with ASD, or otherwise associated  
10                  with the autism community. Among  
11                  the voting members of the Board shall  
12                  be at least two parents from different  
13                  families of individuals with ASD, one  
14                  medical professional working with  
15                  ASD, one teacher of individuals with  
16                  ASD, and one individual who has  
17                  ASD. Efforts shall be made to include  
18                  on the Project Advisory Board indi-  
19                  viduals with experience working in the  
20                  developing world.

21                  (IV) Membership of the Project  
22                  Advisory Board shall include non-vot-  
23                  ing members as determined appro-  
24                  priate by the Administrator.

6                             (4) SUPPORT AND ASSISTANCE.—The imple-  
7                             menting nongovernmental organization shall provide,  
8                             contract for, and coordinate technical assistance in  
9                             support of its mission in meeting the goals and pur-  
10                          poses of this Act.

11       (d) TRAIN THE TRAINERS.—The implementing non-  
12 governmental organization, acting on behalf of the Admin-  
13 istrator, in consultation with the Project Advisory Board,  
14 shall establish a program, to be known as the Train the  
15 Trainers Program, to—

16                             (1) identify health and education professionals  
17                             to receive specialized training for teaching and work-  
18                             ing with youth with ASD, including training con-  
19                             ducted in or workshops at locations within one of the  
20                             regions designated pursuant to subsection (b);

1 sionals, caregivers, community health workers, and  
2 others who serve people with ASD, including training  
3 related to—

4 (A) biomedical interventions that can im-  
5 prove the health and wellbeing of people with  
6 ASD;

7 (B) how nutrition, various metabolic issues  
8 and other variables can impact behavior; and

9 (C) various evidence-based rehabilitative and  
10 other therapies including but not limited to—

11 (i) applied behavior analysis and other  
12 evidence-based early intensive behavior  
13 interventions;

14 (ii) occupational therapy; and

15 (iii) speech language pathology;

16 (D) other evidence-based interventions and  
17 strategies that are effective at improving the  
18 health and well-being for people with ASD; and

19 (E) other evidence-based practices as de-  
20 termined by the grantee and based on local  
21 needs; and

22 (3) conduct post-workshop follow-up technical  
23 support and assistance.

24 (e) FUNDING.—To carry out this section, the Admin-  
25 istrator shall allocate amounts that have been appro-

1 priated or otherwise made available to the United States  
2 Agency for International Development.

3 (f) ANNUAL REPORT.—The Administrator shall sub-  
4 mit to the Committee on Foreign Affairs of the House  
5 of Representatives and the Committee on Foreign Rela-  
6 tions of the Senate on an annual basis a report on activi-  
7 ties carried out under this section during the prior cal-  
8 endar year.

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